

Oasis Media City Subject Curriculum Plan



Subject: PE

Head of Subject:

Date updated: 18/06/2020

This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Year Term:	Half	1 (7 weeks) 31 st Aug – 23 rd Oct	2 (8 weeks) 2 nd Nov – 18th Dec	3 (6 weeks) 4 th Jan - 12 th Feb	4 (6 weeks) 22 nd Feb – 1 st April	5 (5 weeks) 19 th April - 28th May	6 (7 weeks) 7th June – 23rd July
7	<i>Topic(s):</i>	Gymnastics (in) Netball (out)	Badminton (in) Handball (out)	Fitness (in/out) Basketball (in)	Dance (in) Football (out)	Athletics (out) Short tennis (in)	Rounders (in/out) Cricket (in/out)
	<i>Key Words(1 p/wk):</i>	Flexibility, counterbalance, counter tension, body tension, travel, mirror, unison, canon, position, core, aesthetic appreciation offside, coordination, accuracy, attacker, defender, obstruction, pivot, footwork, contact, passing, receiving Literacy – read sports article end of each half term	Coordination, accuracy, backhand, forehand, V grip, sweet spot, ready position, court attack, defend, double dribble, travel, jump shot, cross over, contact, outwit, marking Literacy – read sports article end of each half term	Coordination, accuracy, power, attack, defend, double dribble, travel, pivot, lay-up, jump shot, cross over, contact, outwit, marking muscular endurance, cardiovascular endurance, muscular strength, flexibility, body composition, balance, speed, power, coordination, agility, reaction time, calories,	Attack, defend, corner, free kick, passing, dribbling, shooting, accuracy, power, speed, endurance, marking Choreography, dynamics, beat, timing, shape, formation, orientation, speed, unison, cannon, mirroring, tempo, gesture, genre, improvise, motif rhythm, levels, direction Literacy – read sports article end of each half term	Accuracy, technique, measure, Power, Speed, Strength, Endurance, Reaction time, coordination backhand, forehand, V grip, outwit, ball placement, forehand, backhand, ready position Literacy – read sports article end of each half term	Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire Literacy – read sports article end of each half term

Oasis Media City Subject Curriculum Plan



				<p>technique, circuit training</p> <p>Literacy – read sports article end of each half term</p> <p>Literacy map of fitness keywords and definitions</p>			
<p><i>Link to context/Character/careers:</i></p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Create own gymnastic routine – pair/group sequence work. Develop hand-eye coordination in ball skills. Apply effective teamwork & communication in game play.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, umpire, judge)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Know the structure of a tournament – run and score own tournament.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Administer and complete fitness tests. Develop K&U of the short and long term effects of exercise. Benefits of circuit training. K&U how exercise and diet can lead to healthy lifestyles.</p> <p>Link to career pathways (job images on slide –</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, groundsman, kit designer, sports commentator, sports reporter, sports agent, sports photographer, dance choreographer)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Know the structure of a tournament – run and score own tournament.</p> <p>(Results recorded and displayed highlighting gold, silver bronze).</p> <p>Link to career pathways (job images on slide – professional athlete, coach, events official, umpire, sports commentator, sports reporter, sports</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Know the structure of a tournament – run and score own tournament.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, umpire, sports commentator, sports reporter, sports agent,</p>	

Oasis Media City Subject Curriculum Plan



				<p>professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer, personal trainer, nutritionist)</p> <p>(Fitness results recorded and displayed)</p>		agent, sports photographer)	sports photographer)
<i>Assessment Type:</i>	<p><i>AP1 w/c 7th Oct</i> Formative: Observation, Q&A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques. Summative: Full netball game. Full gymnastic routines.</p>	<p>Formative: Observation, Q&A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques. Summative: Full handball game. Singles and doubles badminton matches.</p>	<p><i>AP2 w/c 3rd Feb</i> Formative: Observation, Q&A. Demonstration of correct skills and techniques. Step-Up, Press-Up & Sit-Up Tests. Summative: Full basketball game. Fitness progress and results from fitness tests and challenges.</p>	<p>Formative: Observation, Q&A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques. Summative: Full football game. Dance performances</p>	<p>Formative: Observation, Q&A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques. Summative: Singles/double short tennis, throws, jumps, runs performed</p>	<p><i>AP1 w/c 15th June</i> Formative: Observation, Q&A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques. Summative: Full rounders game and paired cricket</p>	

Oasis Media City Subject Curriculum Plan



8	<i>Topic(s):</i>	<i>Gymnastics (in)</i> <i>Netball (out)</i>	Badminton (in) Handball (out)	Outdoor Adventurous Activities (in/out) Basketball (in)	Fitness (in/out) Football (out)	Athletics (out) Short tennis (in)	Rounders (in/out) Cricket (in/out)
	<i>Key Words(1 p/wk):</i>	Flexibility, Counterbalance, Counter tension, Body tension, Travel, Mirror, Unison, Canon, position, core, Vaulting, Flight, Pike, Straddle, Tuck, Twist, Aesthetic appreciation offside, coordination, accuracy, attacker, defender, obstruction, pivot, footwork, contact, passing, receiving Literacy – read sports article end of each half term	Coordination, accuracy, backhand, forehand, V grip, sweet spot, ready position, court attack, defend, double dribble, travel, jump shot, cross over, contact, outwit, marking Literacy – read sports article end of each half term	Coordination, accuracy, power, attack, defend, double dribble, travel, pivot, lay- up, jump shot, cross over, contact, outwit, marking. Teamwork, cooperation, resilience, problem solving, trust, communication, determination, orienteering Literacy – read sports article end of each half term	Attack, defend, corner, free kick, passing, dribbling, shooting, accuracy, power, speed, endurance, marking muscular endurance, cardiovascular endurance, muscular strength, flexibility, body composition, balance, speed, power, coordination, agility, reaction time, calories, technique, circuit training Literacy – read sports article end of each half term	Accuracy, technique, measure, Power, Speed, Strength, Endurance, Reaction time, Coordination backhand, forehand, V grip, outwit, ball placement, forehand, backhand, ready position Literacy – read sports article end of each half term	Coordination, speed, power, reaction time, batting, fielding, bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire Literacy – read sports article end of each half term

Oasis Media City Subject Curriculum Plan



					Literacy map of fitness keywords and definitions		
<i>Link to context/Character:</i>	<p>Display effective teamwork and strategic play through the Oasis 9 habits</p> <p>Create own gymnastic routine – pair/group sequence work using flight and vaulting. Develop hand-eye coordination in ball skills. Apply effective teamwork & communication in game play.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, umpire, judge)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits</p> <p>Know the structure of a tournament – run and score own tournament.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire)</p>	<p>Display effective problem solving, teambuilding and orienteering skills through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer, outdoor adventurous activities instructor)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Administer and complete fitness tests. Develop K&U of the short and long term effects of exercise. Benefits of circuit training. K&U how exercise and diet can lead to healthy lifestyles.</p> <p>(Fitness test results recorded and displayed)</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Know the structure of a tournament – run and score own tournament.</p> <p>Record jumps, throws, runs (Results recorded and displayed highlighting gold, silver bronze).</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer).</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Know the structure of a tournament – run and score own tournament.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p>	

Oasis Media City Subject Curriculum Plan



					commentator, sports reporter, sports agent, sports photographer, personal trainer, nutritionist)		
	<i>Assessment Type:</i>	<i>AP1 w/c 7th Oct</i> Formative: Observation, Q&A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques. Summative: Full netball game. Full gymnastic routines.	Formative: Observation, Q&A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques. Summative: Full handball game. Singles and doubles badminton matches.	<i>AP2 w/c 3rd Feb</i> Formative: Observation, Q&A. Demonstration of correct skills and techniques. Summative: Full basketball game. Orienteering, problem solving and teambuilding progress from challenges	Formative: Observation, Q&A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques. Summative: Full football game. Fitness progress and results from fitness tests and challenges.	Formative: Observation, Q&A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques. Summative: Singles/double short tennis, throws, jumps, runs performed	<i>AP1 w/c 15th June</i> Formative: Observation, Q&A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques. Summative: Full rounders game and paired cricket
9	<i>Topic(s):</i>	Trampolining (in) Netball (in/out)	Badminton (in) Handball (out)	Outdoor Adventurous Activities (in/out) Basketball (in)	Fitness (in/out) Football (out)	Athletics (out) Short tennis (in)	Rounders (in/out) Cricket (in/out)
	<i>Key Words(1 p/wk):</i>	Flexibility, body tension, tuck, pike straddle, twist, seat drop, swivel	Coordination, accuracy, backhand, forehand, V grip,	Coordination, accuracy, power, attack, defend, double dribble,	Attack, defend, corner, free kick, passing, dribbling, shooting,	Accuracy, technique, measure, Power, Speed, Strength,	Coordination, speed, power, reaction time, batting, fielding,

Oasis Media City Subject Curriculum Plan



		<p>hips, somersault, back/front drop,</p> <p>offside, coordination, accuracy, attacker, defender, offside, obstruction, pivot, footwork, contact, passing, receiving</p> <p>Literacy – read sports article end of each half term</p>	<p>sweet spot, ready position, court,</p> <p>attack, defend, double dribble, travel, jump shot, cross over, contact, outwit, marking</p> <p>Literacy – read sports article end of each half term</p>	<p>travel, pivot, lay-up, jump shot, cross over, contact, outwit, marking.</p> <p>Teamwork, cooperation, resilience, problem solving, trust, communication, determination, orienteering</p> <p>Literacy – read sports article end of each half term</p>	<p>accuracy, power, speed, endurance, marking</p> <p>Speed, hollow sprints, acceleration, hollow sprints, continuous, fartlek, interval, circuit, endurance</p> <p>muscular endurance, cardiovascular endurance, muscular strength, flexibility, body composition, balance, speed, power, coordination, agility, reaction time, calories, technique, circuit training</p> <p>Literacy – read sports article end of each half term</p>	<p>Endurance, Reaction time,</p> <p>Coordination, backhand, forehand, V grip, outwit, ball placement, forehand, backhand, ready position</p> <p>Literacy – read sports article end of each half term</p>	<p>bowling, teamwork, timing, accuracy, tactic, strategy, communication, ball placement, anticipation, outwit, role, responsibility, umpire</p> <p>Literacy – read sports article end of each half term</p>
--	--	--	--	---	---	--	---

Oasis Media City Subject Curriculum Plan



					Literacy map of fitness keywords and definitions		
<i>Link to context/Character:</i>	<p>Display effective teamwork and strategic play through the Oasis 9 habits. Create 10 bounce routine.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, umpire, judge)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits. Run and score own tournament.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer, outdoor adventurous activities instructor)</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Administer and analyse fitness test results. Develop K&U of the short and long term effects of exercise. K&U how exercise and diet can lead to healthy lifestyles. Develop K&U of training methods applying the principles of FITT and SPORT.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator,</p>	<p>Run, score and officiate own tournament. Record jumps, throws, runs (Results used for sports day).</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p> <p>(Results recorded and displayed highlighting gold, silver bronze).</p>	<p>Display effective teamwork and strategic play through the Oasis 9 habits.</p> <p>Link to career pathways (job images on slide – professional athlete, coach, official, referee, umpire, sports commentator, sports reporter, sports agent, sports photographer)</p>	

Oasis Media City Subject Curriculum Plan



					<p>sports reporter, sports agent, sports photographer) and VCERT Health & Fitness – personal trainer, physiotherapist, nutritionist</p> <p>(Fitness results recorded and displayed)</p>		
<i>Assessment Type:</i>	<p><i>AP1 w/c 30th Sept</i></p> <p>Formative: Observation, Q&A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques. Summative: Full netball game. Full trampoline routines.</p>	<p>Formative: Observation, Q&A, knowledge and understanding of rules, scoring and court positions. Demonstration of correct skills and techniques. Summative: Full handball game. Singles and doubles badminton matches.</p>	<p><i>AP2 w/c 10th Feb</i></p> <p>Formative: Observation, Q&A. Demonstration of correct skills and techniques. Summative: Full basketball game. Orienteering, problem solving and teambuilding progress from challenges.</p>	<p>Formative: Observation, Q&A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques. Summative: Full football game. Fitness progress and results from fitness tests and challenges.</p>	<p>Formative: Observation, Q&A, knowledge and understanding of key vocabulary. Demonstration of correct skills and techniques. Summative: Singles/double short tennis, throws, jumps, runs performed</p>	<p><i>AP3 w/c 15th June</i></p> <p>Formative: Observation, Q&A, knowledge and understanding of rules and scoring. Demonstration of correct skills and techniques. Summative: Full rounders game and paired cricket</p>	

Oasis Media City Subject Curriculum Plan



10	<i>Topic(s):</i>	<p>Sport Studies Practical: VB – Hockey LB – Hockey JTU – Tag Rugby</p> <p>Core PE: LBA - Badminton JTU – Trampolining PMC – Football LWA - Football</p> <p>Unit 1: Body systems. Effects of health & fitness on the body, energy systems, effects of exercise on the body</p>	<p>Sport Studies Practical: VB – Badminton LB – Badminton JTU – Badminton</p> <p>Core PE: LBA - Badminton JTU - Trampolining PMC – Football LWA - Football</p> <p>Unit 1: Health and skill related components, Principles of training – SPORT, principles of FITT</p>	<p>Sport Studies Practical: VB – Volleyball LB – Volleyball JTU – Table Tennis</p> <p>Core PE: LBA – Table Tennis JTU – Basketball PMC – Football LWA - Football</p> <p>Unit 1: Exam Revision Body Systems, short & long term effects of exercise, energy systems, Health and skill related components, principles of training FITT & SPORT</p>	<p>Sport Studies Practical: VB – LB – JTU –</p> <p>Core PE: LBA – Table Tennis JTU – Basketball PMC - Football LWA - Football</p> <p>Unit 1: Exam Revision (March) Extended Q practice</p>	<p>Sport Studies Practical: VB – LB – JTU –</p> <p>Core PE: LBA - Rounders JTU – PMC – Football LWA - Football</p> <p>Unit 2 - Lifestyle factors, Activity levels, Diet, Rest & recovery, Other factors</p>	<p>Sport Studies Practical: VB – LB – JTU –</p> <p>Core PE: LBA - Rounders JTU – PMC – Football LWA - Football</p> <p>Unit 2: Health related fitness tests, Skill related fitness tests, Using data to analyse fitness</p>
	<i>Key Words(1 p/wk):</i>	Skeletal, Muscular, Respiratory, Cardiovascular, Energy system, Aerobic, Anaerobic,	Health, Fitness, Muscular endurance, Muscular strength, Body	Skeletal, Muscular, Respiratory, Cardiovascular, Energy system,	Health, Fitness, Muscular endurance, Muscular strength, Body composition,	Sedentary lifestyle, rest, recovery, sleep, physical/social/mental wellbeing, activity levels	Cardiovascular endurance (bleep test) Muscular endurance (press-ups, sit-ups)

Oasis Media City Subject Curriculum Plan



		<p>Breathing rate, Heart rate, stroke volume and cardiac output, Blood pressure, Body temperature, Hydration levels, Muscle fatigue, Delayed onset of muscular soreness (DOMS), endomorph, ectomorph, mesomorph</p>	<p>composition, Flexibility, Cardiovascular endurance, Agility, Coordination, Reaction time, Power, Balance, Speed</p> <p>Specificity, Progression, Overload, Reversibility, Tedium. Frequency, Intensity, Type, Time</p>	<p>Aerobic, Anaerobic,</p> <p>Breathing rate, Heart rate, stroke volume and cardiac output, Blood pressure, Body temperature, Hydration levels, Muscle fatigue, Delayed onset of muscular soreness (DOMS), endomorph, ectomorph, mesomorph</p>	<p>Flexibility, Cardiovascular endurance, Agility, Coordination, Reaction time, Power, Balance, Speed</p> <p>Specificity, Progression, Overload, Reversibility, Tedium. Frequency, Intensity, Type, Time</p>	<p>Eatwell guidelines, Carbohydrates, Protein, Fats, Fibre, Vitamins, Minerals, Water</p> <p>Stress, smoking, alcohol, Performance enhancing drugs, recreational drugs</p>	<p>Muscular strength (dynamometer) Flexibility (sit and reach) Body Composition (BMI index, skinfold callipers) Agility (Illinois run) Balance (stork stand) Power (standing broad jump) Speed (30m sprint) Reaction time (ruler drop) Coordination (wall toss). Normative data</p>
<p><i>Link to context/Character:</i></p>	<p>Unit 1 LO1: Body Systems</p> <p>LO2: Understand the effects of health and fitness activities on the body</p>	<p>Unit 1 LO3: Understand the components of health and fitness</p>	<p>Unit 1 LO4: Understand the principles of training</p> <p>Exam preparation Unit 1 Exam preparation LO1: Body Systems LO2: Understand the effects of health and fitness</p>	<p>Unit 1 Exam preparation LO1: Body Systems LO2: Understand the effects of health and fitness activities on the body LO3: Understand the components of health and fitness</p>	<p>Unit 2 LO1: Understand the impact of lifestyle on health and fitness</p>	<p>Unit 2 LO2: Understand how to test and develop components of fitness</p>	

Oasis Media City Subject Curriculum Plan



				<p>activities on the body LO3: Understand the components of health and fitness LO4: Understand the principles of training</p>	<p>LO4: Understand the principles of training</p>		
	<p><i>Assessment Type:</i></p>	<p><i>AP1 w/c 30th Sept</i> Q&A, knowledge tests, growth tasks, <i>end of unit test</i>, past exam Qs (weekly homework)</p>	<p>Q&A, knowledge tests, growth tasks, <i>end of unit test</i>, past exam Qs (weekly homework)</p>	<p><i>AP2 w/c 10th Feb</i> Q&A, knowledge tests, <i>end of unit test</i>, <i>exam revision</i>, <i>past paper questions</i></p>	<p>Q&A, knowledge tests, <i>end of unit tests</i>, <i>exam revision</i>, <i>past paper questions</i>. VCERT Unit 1 Exam (March)</p>	<p>Q&A, observation, knowledge tests</p>	<p><i>AP3 w/c 15th June</i> Q&A, observation, knowledge tests</p>
<p>11</p>	<p><i>Topic(s):</i></p>	<p>Core PE VB – Trampoline LBA – Badminton PMC – Football GC- Rugby/boxing</p> <p>Sport Studies Practical - Basketball</p> <p>Unit 2 - Lifestyle factors, Activity levels, Diet, Rest</p>	<p>Core PE VB – Trampoline LBA – Badminton PMC – Football GC- boxing</p> <p>Sport Studies Practical - Fitness</p> <p>Unit 2: Health & Fitness analysis tools, Goal</p>	<p>Core PE VB – Table Tennis PMC – Basketball KWO - Football</p> <p>Unit 2: Internal Synoptic Project (Jan)</p> <p>Unit 2 Health & Fitness analysis tools, Goal</p>	<p>Core PE VB – Table Tennis PMC – Basketball KWO - Football</p> <p>External Assessment examination resit & coursework submission (March)</p>	<p>Coursework 2nd submission</p>	

Oasis Media City Subject Curriculum Plan



	<p>& recovery, Other factors</p> <p>Unit 2: Health related fitness tests, Skill related fitness tests, Using data to analyse fitness</p>	<p>setting, Structure of a fitness programme, Structure of a session card Importance of a warm up & cool down, Health & safety</p> <p>External Assessment examination resit (Nov)</p>	<p>setting, Structure of a fitness programme, Structure of a session card Importance of a warm up & cool down, Health & safety</p>			
<p><i>Key Words(1 p/wk):</i></p>	<p>Sedentary lifestyle, rest, recovery, sleep, physical/social/mental wellbeing, activity levels</p> <p>Eatwell guidelines, Carbohydrates, Protein, Fats, Fibre, Vitamins, Minerals, Water, Stress</p> <p>smoking, alcohol, Performance enhancing drugs, recreational drugs</p>	<p>PAR-Q, Lifestyle questionnaire, food diary, client progress review, SMART Goals, risk assessment, warm up, cool down, lactic acid</p>	<p>Muscular strength, Speed, Progression, Specificity, Frequency, Intensity, Time, Type, PAR-Q, Lifestyle questionnaire, client progress review, SMART Goals, Weight training, Circuit training, Interval training, Hollow sprints,</p>	<p>Health & Fitness Programme, Warm up, Cool down, 30m Sprint test, Hand grip dynamometer test, normative data, re-test, assess, analyse, conclusion, evaluate</p>		

Oasis Media City Subject Curriculum Plan



		<p>Cardiovascular endurance (bleep test)</p> <p>Muscular endurance (press-ups, sit-ups)</p> <p>Muscular strength (dynamometer)</p> <p>Flexibility (sit and reach)</p> <p>Body Composition (BMI index, skinfold callipers)</p> <p>Agility (Illinois run)</p> <p>Balance (stork stand)</p> <p>Power (standing broad jump) Speed (30m sprint) Reaction time (ruler drop)</p> <p>Coordination (wall toss).</p> <p>Normative data</p>		Acceleration sprints			
<i>Link to context/Character:</i>	<p>Unit 2 LO1: Understand the impact of lifestyle on health and fitness</p> <p>Unit 2 LO2: Understand how to test and develop components of fitness</p>	<p>Unit 2 LO3: Understand how to apply health and fitness analyses and set goals</p> <p>External Assessment examination resit (Nov)</p>	<p>Unit 2: Internal Synoptic Project.</p> <p>Tasks 1-5</p>	<p>External Assessment examination</p> <p>Coursework 1st submission (March)</p>	<p>Coursework 2nd submission (May)</p>		
<i>Assessment Type:</i>	AP1 w/c 23 rd Sept	AP2 Nov PPE	Internal Synoptic Project - coursework	AP3 March PPE	AP4 May Final forecast		

Oasis Media City Subject Curriculum Plan



		Q&A, knowledge tests, growth tasks	Observation, Q&A, knowledge tests, growth tasks External Assessment examination resit (Nov)	Observation, Q&A, <i>witness statements, written draft, type up</i>	Coursework submission deadline (March)	Coursework 2 nd submission deadline (May)	
--	--	------------------------------------	--	---	---	--	--

Key Questions:

1. What is the overarching intent for your curriculum?

KS3 students participate in x2 60 minutes lessons a week, KS4 X1 60 minute lesson a week. VCERT students x1 60 minute practical and x2 60 minute theory lessons. The curriculum has been designed to inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We offer all students a variety of activities to develop application of skill and knowledge in both practice and games. The intent is for all students to access an inclusive curriculum that they can enjoy and achieve, promoting health and wellbeing so they continue to participate in some form of physical activity beyond school life. Elements of the lesson and fitness activities are planned to prepare students to make option choices in year 9.

2. How does this curriculum build student’s knowledge of the world around them both locally and nationally?

Students will develop their knowledge and understanding of health and fitness and how to lead a healthy active lifestyle. There are opportunities for students to participate competitively in the Salford school games and attend local events/festivals. These events allow students to explore various activities and experiences beyond academy life. In summer students can represent Media City in the Oasis North Athletics event in Sheffield. We also have strong

Oasis Media City Subject Curriculum Plan



links with Lowry Dance, Trafford Handball, Manchester City Foundation (Coach Ron delivers Karate and basketball sessions) and Manchester United Emerging Talent Programme. At the end of every half term students will read a sports article linked to that activity and incorporate cultural and diverse role models within lessons.

3. How is this curriculum designed to engage students and develop a passion for the subject?

PE staff will deliver high quality teaching, learning and assessment to maximise student achievement and develop character. We offer a wide range over 14 activities. These activities are planned where students can have the most engagement and achieve most progress. These activities also fall in line with the school games calendar so students have the opportunity to compete against other schools. Each half term students are offered extra-curricular activities to build on their knowledge and skill application through competitive games. Students can participate in different roles e.g. performer, leader, organiser. There are opportunities for students to engage in competition however there is a focus on participation, particularly in individual activities. Fitness activities are designed to prepare students to make option choices in year 9. Fitness and athletics results will also be displayed and recorded to show student development. Students will have the opportunity to read sports articles and lessons will be linked to cultural and diverse role models. Career links to each activity will also be displayed and promoted. In years 10 and 11 there is also an opportunity to experience career talks e.g. Richardson Sports where they deliver advice, pathway options and information on their sport management business. KS4 students are given a choice of activities – to promote healthy active lifestyles. Aim is by the end of KS4 most students will have some experience of a leadership role. Students take on leadership roles and ownership of the lesson e.g. lead on warm ups, delivering drills, umpiring, organising and structuring tournaments, time keeper, scorer (basketball/badminton), leadership within a team (captaincy).

4. How does this curriculum cater for the needs of our students?

Low ability students may use modified equipment and are given extra one to one support. Task cards/you tube clips are used for visual aids and rules may be adapted. In theory lessons modelling is used to show Pass, Merit, Distinction answers and writing frames are used to support EAL and SEN students. High ability students are given leadership roles such as coaching and umpiring/refereeing. There are elements of both participation and competition focus built and differentiated into the lessons.

Oasis Media City Subject Curriculum Plan



5. How is assessment used to improve learning?

Students are assessed through various methods such as Q&A, teacher observation, formative and summative and self/peer assessment. Staff are encouraged to challenge students deeper thinking – ‘why?’ ‘how?’ ‘what?’. Students will be given thinking time and time to respond. Modelling is used to highlight strengths with the use of self and peer assessment to suggest ways to improve. This allows teacher and student feedback after observation. In theory lessons, students are given growth tasks based upon marking feedback and complete knowledge/end of unit tests for each topic. During each assessment point of the academic year, students will be assessed on their skill application, knowledge application, leadership, effort and behaviour for learning.

6. What skills will students develop that can be used in other subject areas and beyond their school life?

PE, school sport and physical activity have a high profile and are celebrated across the life of the school. They play an integral role in promoting student’s aspirations and sense of community through; for instance, high profile intra school competition, students acting as role models, celebration of individual and team success.

Students will develop the Oasis 9 habits to build their character and improve confidence in their leadership skills. In athletics and fitness testing, students can apply their knowledge of mathematics when counting, measuring and recording. In fitness lessons and all warm ups, students will be introduced to the names of bones and muscles and explore ways to lead a healthy active lifestyle. This has cross curricular links with science and VCERT health and fitness (body systems) in year 10. Students will develop character, values, personal and social skills to enable them to contribute to their community and succeed in life.

Language and Literacy

- Students use knowledge organisers to develop key vocabulary, recall key skills/techniques and develop understanding of rules/scoring system
- To develop reading further, each half term students will read an article linked to the lesson.
- Literacy maps can be used to highlight key vocabulary e.g. gymnastics, trampolining, dance, fitness
- Content is linked to other subjects e.g. Eatwell plate in fitness linked to Food Technology
- Students are taught key words within the skill e.g. badminton – drop shot
- Keyword displays will be visible in indoor areas
- Students are expected to use correct terminology e.g. forward roll (roly poly) somersault (front flip)

Oasis Media City Subject Curriculum Plan



- These are encouraged through oracy when giving peer assessment feedback and through Q&A. Discussing team tactics.
- Students develop writing through WWW/EBI, write down sequences in gymnastics and trampolining
- We use acronyms e.g. BEEF in basketball and use peer assessment task cards e.g. lay up, volleyball, rounders, athletics.
- Students read criteria, fitness circuit cards
- In theory lessons, students read text, highlight key vocabulary and summarise into bullet points for revision content.

Mathematics/Numeracy

- Scoring system of games
- Map skills – orienteering
- Counting beats/timing - Dance
- Counting repetitions in fitness activities
- Measuring distances of throws and jumps in athletics.
- Shape and space – planning a sequence.
- Timing of runs in fitness and athletics
- Record game timings in mini tournaments e.g. tennis, badminton, basketball, rounders, cricket
- Use numeracy when organising e.g. badminton fixtures – work out order of play & length of games based on number of teams time of lesson
- In fitness lessons – calculating distance run (cooper run) and calories burned.
- Analyse data in fitness testing – compare results to normative data
- At KS4 students review data in more detail - analyse results before and after a training programme and evaluate how and why they have improved.

British Values

Respect for rule of law

- Students play within the rules of activity.
- They follow H&S guidelines from each governing body e.g. in athletics they are taught how to carry and collect equipment in the throwing events.
- In trampolining and gymnastics – how to use equipment and execute skills safely through the progressions.

Oasis Media City Subject Curriculum Plan



Mutual respect & tolerance of others

- Students are taught to respect equipment, each other and each others ability.
- Students are able to make judgements about performance through self and peer assessment.

Democracy

- At the end of each term students are given choices of which activity they would like to do.
- In KS4 students pick their own activity each term.
- There is also opportunity for students to pick their own teams and select captaincy role. Activities are mixed e.g.rounders and badminton.

Individual liberty

- Students apply their own tactics
- Run their own tournaments e.g. badminton, table tennis.
- Create their own sequences e.g. trampolining and gymnastics.
- Set their own level of challenge in fitness activities – pick challenging exercise in circuits
- KS4 choose what activity they want to do.

7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

Different skills and techniques are taught each lesson through key teaching points and demonstration. All students are given the opportunity of guided student practice, to go away and independently practice and then to apply skills within the games or performance. Within these games, students are introduced to basic rules and scoring with some games being conditioned or these rules being adapted. Skills are revisited each lesson and are applied within the games. Modelling is used to highlight strengths and identify improvements. Students are also given time to reflect on their performance through self and peer assessment using WWW/EBI.

8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling?

Oasis Media City Subject Curriculum Plan



Year 7 - Students build on and embed the physical development and skills learned in key stages 1 and 2. These skills are then applied into mini games. E.g. develop fundamental and coordination skills (passing, dribbling, receiving) in basketball and apply in 3v3 games.

Year 8 and 9 - Emphasis on applying skills into more active game play. They build their application of knowledge through game play and applying tactics and strategies. e.g. half court press (attack vs defence) in netball.

Year 10 and 11 - Skills and tactical play is developed and is more effective through full games. Students are encouraged to use a wider range of tactics and strategies to overcome opponents in direct competition through team and individual games. E.g. defending a corner in football

All KS3 students participate in two activities each half term. KS3 students are introduced to new vocabulary and key terms in relation to VCERT Sport. KS4 VCERT students are encouraged to use knowledge organisers. They will have weekly knowledge tests and an end of unit test based on topics studied. All theory lessons are now linked to the synoptic project and activities are linked to last years assessment tasks.

9. How is this curriculum adapted to cater for the needs of students with different starting points?

Groupings of each class are data driven. Lessons are pitched to the highest ability and then modified to cater for the needs of our SEN and EAL students. Learning outcomes are differentiated into 'Limited, Expected, Exceeding' criteria.

10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?

Lesson plans and resources are shared within the department and we ensure to teach the same lesson, adapting to cater for the needs of students. Some CPD sessions are offered throughout the academic year to develop knowledge and confidence e.g. dance. Learning walks are scheduled throughout the academic year alongside CPD training and short observations by instructional coaches. PE staff will deliver high quality teaching, learning and assessment to maximise student achievement and develop character. Mr Turner has also completed a standardisation training course for VCERT to develop confidence and understanding of grading criteria when assessing the learners responses to the internally assessed unit 1.